GOVERNMENT OF ANDHRA PRADESH
ABSTRACT

School Education – Proposal of the ChangeInkk Foundation, Mumbai to support Andhra Pradesh in mainstreaming inclusion of children with specific learning from L.K.G to 12 - Enter into MoU for implementation of proposed activities of the foundation in all Schools, Colleges and Anganwadi Centres in the State covering students with Specific Learning Disability – Permission Accorded - Orders – Issued.

SCHOOL EDUCATION (PROG.II) DEPARTMENT

G.O.Rt.No.323 Dated:12.12.2023,
Read:

Representations of Ms. Noopur Jhunjhunwala, Co-Founder & Trustee, ChangeInkk Foundation, Mumbai, dt.06.07.2023 and 10.10.2023.

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O R D E R:

The Government of Andhra Pradesh is committed to promote Inclusive Education for Children with Special Needs (CwSN) by implementing the activities and strategies across the State on par with normal children in all schools. The 86th Constitutional Amendment (2002) inserted Article 21A in the Indian Constitution which States -"The State shall provide free and compulsory education to all children of 6 to 14 years in such manner as the State, may by law determine (implemented w.e.f., 01.04.2010)".

2. The Right to Persons with Disabilities (RPwD) Act enacted in December, 2016 (replaced the existing PwD Act, 1995) provides that "the appropriate Government shall ensure that the Persons with Disability enjoy the right to equality, life with dignity, and respect for his or her own integrity equally with others." The Government is to take steps to utilize the capacity of the Persons with Disability by providing appropriate environment.

3. The Specific Learning Disability was added for the first time in the Right to Persons with Disabilities (RPwD) Act 2016. The Act

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encourages equity-based inclusion in our society and inclusion of Children with Special Needs (CwSN) in regular schools while taking care of their special needs. The disability - Specific Learning Disabilities is well defined in the Gazette of India along with screening, diagnosis, tools for diagnosing Specific Learning Disability, Medical authority for Specific Learning Disability, issuance of certificate to persons with Specific Learning Disability etc. The challenges faced by children with Specific Learning Disability are –

i. Poor self-esteem: Judgments about IQ based on reading & writing capabilities, spark emotions and frustrations.

ii. Gap in oral and written performance: They are good communicators but poor in writing skills.

iii. Memory challenges: Can easily forget tasks and deadlines, especially when provided multiple instructions at once.

iv. Slow processing: Generally, take longer to process information, reading, writing.

v. Sensitive to over-stimulation: Struggles with concentrating due to movement, sound, light.

vi. Difficulties in planning: Dyslexics often struggle with time management, which impacts their ability to plan tasks and manage deadlines.

4. All disability conditions are not visibly identifiable, hence, the Ministry of Education, Government of India developed PRASHAST, a screening tool for all 21 disabilities, including Specific Learning Disability which is a Disability Screening Checklist for Schools will help regular teachers and special educators to screen children at preliminary levels and refer them for further identification at assessment camps.

5. The Right to Persons with Disabilities (RPwD) Act 2016, vested the responsibilities to appropriate Governments to take effective measures to ensure that the persons with disabilities enjoy their

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rights equally with others. The Government funded educational institutions as well as the Government recognized institutions will have to provide Inclusive Education to the children with disabilities. Also, the New Education Policy, 2020 emphasizes equity in providing free education to Children with Special Needs (CwSN) on par with normal people.

6. The Government of Andhra Pradesh has also reaffirmed in extending exemptions/ concessions to the Children with Special Needs (CwSN) including specific learning disabilities vide Director of Government Examinations Procs.Rc.No.GE-COOR0NINT/1/2021-DGE, dt.02.02.2022 and A.P. Samagra Shiksha Procs.Rc.No.SS-23021/82/2022-IED KGBV-SSA, dt.28.01.2023 for writing SSC Public examinations wherein the disability - Specific Learning Disabilities is included.

7. Though many provisions, concessions are being provided to the students with Specific Learning Disability by the State of Andhra Pradesh, the identification of students has been a huge challenge and their pass percentage in SSC Public exams continues to be low which can result in their drop outs. Hence, it is necessary to develop tools and train concerned stakeholders to ensure Inclusive Education with respect to children with specific learning disabilities. As per the latest UDISE Report-2022-23, out of 87,647 Children with Special Needs (CwSN) encompassing 21 disabilities, 10,635 students are identified with Specific Learning Disabilities.

8. In the reference read above, Ms. Noopur Jhunjhunwala, Co-founder & Trustee, ChangeInkk Foundation has submitted a proposal to support the Government of Andhra Pradesh in mainstreaming inclusion of children with specific learning disabilities within the school education system from L.K.G to 12. The Foundation propose the following intervention:

I) Provide technical support in mainstreaming inclusion of Specific Learning Disabilities across various policies and programs.

a) Provide three State Resource Persons. Additional resources may be provided, as mutually agreed with the State.

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b) Collaborate with various stakeholders including the Directorate of School Education, SCERT, Samagra Shiksha Mission, NIPUN Bharat Mission, State Boards, etc.

c) Support ongoing educational initiatives for mainstreaming inclusion, including:

   i. Raise awareness for Specific Learning disabilities, understanding their strengths and struggles, identification, and strategies to mainstream inclusion.

   ii. Development of inclusive learning material including Teaching Learning Materials (TLMs), lesson plans/ teacher guides, textbooks and other learning materials, assessment and question banks, etc., in collaboration with State teams and other partners.

   iii. Availability of reasonable accommodations from L.K.G to 12.

   iv. Support creating inclusive e-content development.

d) Development of user handbooks, training modules, checklists etc., for stakeholders to streamline interventions.

e) Provide access to national experts and best practices, and enable collaborations to strengthen interventions.

II) Enable early identification.

a) Build capacities at the classroom and school level to identify at-risk children. This includes providing identification checklists for teachers, integration of checklists into assessment milestones (including HPCs, report cards, e-learning platforms etc.) across all classes.

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b) Provide tools for screening at-risk children in the local language. ChangeInkk will screen up to 5,000 children, from L.K.G to 12, on a pilot basis. Based on screening, a remedial intervention plan will be proposed for children that are identified as being at-risk for Specific Learning Disabilities. ChangeInkk Foundation has collaborated with NERD Tools Foundation, to screen using the CLASS tool, which is currently available in Hindi and English. The tool will be converted in local languages as needed, with the support of the State.

c) Strengthen process of formal diagnosis in the State by collaborating with special educators, block resource persons, Inclusive Education Coordinators and other stakeholders to ensure the availability of formal diagnosis at the local levels.

III) Build Stakeholder Capacity.

a) Build capacities of various stakeholders including teachers, school leaders, district resource persons, B.Ed/ D.Ed students, parents, education officers, policy makers, State CSO partners etc.,

b) Develop training manuals, checklists, offline training modules, e-modules and micro-enhancement courses on DIKSHA, and other tools strengthen stakeholder capacities. ChangeInkk proposes to integrate these modules into ongoing capacity-building initiatives of the State, as well as develop master trainers across key areas.

c) Topics to be covered include (but not limited to):

i) Understanding Specific Learning Disabilities
   -> Exploring the strengths and struggles of students with Specific Learning Disabilities.
   -> Dyslexic Thinking as a critical Future Skill.
   -> Identifying how it manifests in students.
   -> National Education Policy, 2020 and Right to

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Persons with Disabilities (RPwD) Act 2016 focus on inclusion.
-> Introduction to Classroom Inclusion Strategies.

ii) Creating Inclusive Curriculum & Pedagogy
-> Understanding Different Learning Styles & Universal Design for Learning (UDL).
-> Strategies to develop multi-sensory-based Teaching-Learning Strategies.
-> Inclusive Assessments.

iii) Assistive Technology
-> Leveraging Technology to drive inclusion.
-> Assistive Technology Tools.
-> Developing inclusive e-content.

iv) Mainstreaming Inclusion of Specific Learning Disabilities in the Classroom
-> IEPs & Accommodations.
-> Inclusive classroom interventions to improve learning outcomes.
-> Remediation and collaboration with Special Educator to bridge learning gaps.
-> Enabling Support Systems- Parents, Students and other stakeholders.

III) Advocacy and Awareness to create an inclusive education ecosystem.

a) Awareness campaigns around the year to destigmatize Specific Learning Disabilities in the community through online and offline campaigns, organizing the #Walk4Dyslexia in October for Dyslexia Awareness Month, lighting of monuments for the #GoRed Campaign, documenting best practices and success stories etc.

b) Online Chatbot that provides information on Specific Learning Disability, answering most common questions

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about Specific Learning Disabilities. Propose to host this on the relevant websites.

c) Build advocacy in the parent community through support and representation for parents in School Management Committees (SMCs), implemented in partnership with State Education Department. Also propose to help the State establish parent support groups.

d) Purple Flame Comic Series, written by a teenage dyslexic author, features the world's first girl dyslexic superhero. It is an essential guide to spread awareness about importance of inclusion, highlights strengths and struggles of Dyslexia and other disabilities.

IV) Budget:
ChangeInkk Foundation provides its services free of cost.

9. Government after careful examination of the matter, hereby accept the proposal submitted by the ChangeInkk Foundation, Mumbai to support Andhra Pradesh in mainstreaming inclusion of children with Specific Learning Disabilities to improve their Learning Outcomes and permit the Director, Mid Day Meal & School Sanitation, Andhra Pradesh, on behalf of Government to enter into MoU with the ChangeInkk Foundation, Mumbai for implementation of proposed activities of the foundation in all Schools, Colleges and Anganwadi Centres in the State covering students with Specific Learning Disability. The ChangeInkk Foundation shall also train the Aaganwadi workers for identifying the children with learning disabilities without any financial burden to State exchequer.

10. Further, Government hereby constitute a Steering Committee with the following members to follow up on the activities taken up by ChangeInkk Foundation, Mumbai, and monitor the progress:

1.	The Principal Secretary to Government, School Education Department	Chairman
2.	The Director, Mid Day Meal & School Sanitation	Member convener

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3.	The Director, Women & Child Welfare Department	Member
4.	The Deputy Secretary to Government, School Education Department	Member
5.	The Deputy Director, Disabled Welfare Department	Member
6.	The Program Officer, Rashtriya Bal Swasthya Karyakram National Health Mission (RBSK NHM), Health, Medical & Family Welfare Department	Member
7.	The Asst. IE, Samagra Shiksha	Member & Nodal Officer
8.	The Professor, IED, SCERT	Member
9.	Nodal Officer, School & Health Wellness Program, SCERT	Member
10.	The School Assistant, Special Education, Samagra Shiksha	Member
11.	Two LFE (Consultants)	Members

11. The Director, Mid Day Meal & School Sanitation, Andhra Pradesh shall take necessary action accordingly in the matter.

(BY ORDER AND IN THE NAME OF THE GOVERNOR OF ANDHRA PRADESH)

PRAVEEN PRAKASH
PRINCIPAL SECRETARY TO GOVERNMENT

To
The Ms. Noopur Jhunjhunwala, Co-Founder & Trustee, ChangeInkk Foundation, Mumbai.
The Director, Mid Day Meal & School Sanitation, Andhra Pradesh.
Copy to:
The Commissioner of School Education, AP, Ibrahimpatnam.
The State Project Director, Samagra Shiksha, Vijayawada.
The Commissioner of Health & Family Welfare, 5th Floor, APIIC Towers, Mangalagiri, Guntur
The Director, Women & Child Welfare Department
Jampani Towers,Amaravathi Road, Guntur-522006

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The Director, Disabled Welfare Department
The Director, SCERT, Ibrahimpatnam.
The PS to Spl. Chief Secretary to Chief Minister.
The OSD to Minister of Education.
The PS to Principal Secretary to Government (SE).
Sf/Sc.

//FORWARDED:BY ORDER//

SECTION OFFICER